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ABSTRACT

This yearbook presents a collection of 50 selected research articles from the National Reading Conference for 1982 which reflect on the numerous searches that are being conducted by educational researchers whose primary purpose is to enable learners to be more efficient and effective in their construction and reconstruction of meaning. Preceding the papers is an extensive reivew of research: "Ethnography and Reading: Issues, Approaches, Criteria, and Findings" (J. Green and D. Bloome). Included in this collection are "Main Idea Construction in the Basal Readers" (P. Winograd and S. Brennan); "Text Coherence from a Transactional Perspective" (S. Kucer); "Metacognitive Awareness of Text Variables in Good and Poor Readers" (E. Goetz and others); "Vocabulary Knowledge" (P. Drum); "Determining the Onset of Spontaneous Instantiation in Children" (M. Dreher); "Parent Reading Style and Children's Print Awareness" (T. Shanahan and V. Hogan); "Classroom Writing Practices" (C. Bridge and others); "Context Variables in Reading Teacher Effectiveness" (G. Duffy); "The Effects of Recall Instructions and Story Deletions on Children's Story Comprehension" (L. Leslie and M. Jett-Simpson); "Learning from Expository Text at the High School Level" (T. Bean and others); "Effects of Sentence Organization Instruction on the Reading Comprehension of Poor Readers" (M. Greenewald and C. Pederson); "A Further Comparison of Sensitivity of Cloze and Recall to Passage Organization" (T. Shanahan and M. Kamil); "Family Frequency as a Predictor of Word Knowledge" (M. Graves and others); "Levels of Meaning in Reading Comprehension of High School Students" (Z. Ehrenreich and J. Knafle); "The Effect of Two Instructional Strategies on Kindergartner's Concept of Word" (D. Rowe and P. Cunningham); "Induced Mental Imagery and the Written Language Expression of Young Children" (L. Gambrell); "An Investigation of the Relationship of Story Schema to Reading Ability and Grade Level" (L. Hansche and B. Gordon); "Cognitive Processes during Pauses in Writing" (G. Schumacher and others); "Classroom

Reading Instruction: A Sociocommunicative Analysis of Time on Task" (D. Bloome); "Probe Questions during Reading Lessons: Informational Content and Teacher Evaluation of Student Responses" (W. McGrade); "Teacher Reflections on Decisions Made during Reading Instruction" (H. Stuetzel and R. Allington); "The Effects of Induced Awareness of Text Type on Recall" (J. Haynes and V. Hare); "Basal Readers and the Improvement of Reading Comprehension Ability" (P. Johnston and M. Byrd); "Definitional Gains for Explicit and Implicit Context Clues" (B. Carroll and P. Drum); "The Development of Knowledge of Social Intentions, Plans, and Resolutions as Reflected in Story Productions and Recall of Scrambled Stories" (J. Fitzgerald and D. Spiegel); and "An Investigation of a Context-Plus-Phonics Strategy for Increasing Second Grade Students' Use of Context To Aid Word Recognition" (D. Spiegel and others). (RS)

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